

Executive Summary

Rocky Mountain Elementary UIP Development for 2016-17

Rocky Mountain Elementary is located in the southwestern part of the Adams 12 Five Star School District in Westminster, Colorado. We are currently in Year 2 of Priority Improvement. The current administration, both Principal and Assistant Principal, have been at Rocky Mountain since July of 2015.

Student Demographics

The school serves approximately 470 students with the following demographics: 18% white, 75% Hispanic, 2% Asian, 1% Black, and 3% at two or more races. Although our attendance rate of 94% is relatively high, and has been consistent, (94.2% in 2010-11, 93.8% in 2011-12, 2012-13) we are targeting all students with poor attendance, especially those students who are low performing. Our Mobility Rate is decreasing and below state average, but 11.6% of our students still fall under this category. We are reaching out to parents and families to improve our attendance and mobility turn over. We are implementing family engagement activities and events to improve participation of families in the student's lives. The total percentage of students on an IEP is 12.5% and the total percentage of students who are English Language Learners (ELL) is 45.5%. The total number of at risk students as identified by students on free and reduced lunch is 85%. The Gifted and Talented population is less than 1%.

In January 2017, three classroom teachers (Kindergarten, Second and Fourth) one Instructional Coach, and both Administrators will attend the Great Habits Great Readers training in Morristown, New Jersey. We are excited to implement the strategies from this training as a compliment to the work we are already doing, regarding Get Better Faster and Teach Like a Champion.

Progress in Implementing UIP from 2015-16:

Prior Year Target: The percentage of students in K-3 with significant reading deficiencies according to PALs data, will decrease significantly. 15-16 K 17% 1 25% 2 20% 3 19%

Performance: Our results for Spring 15-16 were K- 21.3% Met goal 1st- 26.2% Met goal 2nd- 10.6% Did not meet 3rd- 8.4% Did not meet

Prior Year Target: The percent of students meeting the grade level identified median growth percentile of 50 on the NWEA MAP Reading assessment will increase by 10% in all grade levels. ****Note Kindergarten students were not given the NWEA MAP assessment in the Fall of 2014 or 2015.

Performance: Our NWEA MAP Reading results for Fall 2015 were: 1st - 21.2% did not meet, 2nd - 5% did not meet, 3rd - 26% met goal, 4th - 16% did not meet, 5th - 22% did not meet

Prior Year Target: The percent of students meeting the grade level identified median growth percentile of 50 on the NWEA MAP Math assessment will increase by 10% in all grade levels. ****Note Kindergarten students were not given the NWEA MAP assessment in the Fall of 2014 or 2015.

Performance: Our NWEA MAP Math results for Fall 2015 were: 1st - 31% did not meet, 2nd - 10% did not meet, 3rd - 26% met goal, 4th - 14% did not meet, 5th - 25% did not meet

We set a very rigorous goal at 2nd and 3rd grade to decrease the percentage of students not hitting benchmark on PALS in an effort to remove as many students from Read Plans. Our target was to have the following percent of students meet the PALS benchmark on the Spring 2015 assessment:

Although we did not meet our goal in 2nd or 3rd grade, we significantly decreased our number of students (K-3) who are on Read Plans because of the number of students that did meet the PALS benchmark in Kindergarten and 1st grades. Both of these successes occurred because we implemented specific interventions for every student below benchmark in Kindergarten - 2nd grades. Because of the success our students had, we have implemented a tiered level of interventions for all students not meeting benchmark for the 2016-2017 school in Kindergarten - 5th grades.

Our achievement goal on NWEA MAP assessment in Reading and Math was to increase the percent of students meeting the identified Median Growth Percentile of 50 by 10%. We set this goal because we felt like it was our best indicator of benchmarking students' progress towards meeting the target on the ELA and Math PARCC assessment given in the Spring. Only our 3rd grade students met the target in Fall 2015. Since the administrative team was new to Rocky Mountain as of July, 2015 we knew there was much work to be done in order to meet our set targets. We found there was not a process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building, and the monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. Given the focus we had in these areas during the 2015-2016 school year, our expectation is that all grade levels will meet this goal during this school year

Modifications Made to the 2016-17 UIP:

In January 2016, Melodie Barron began intense Literacy and Colorado Academic Standards work with the entire Certified staff. Since this work has started, teachers and school leaders collaboratively analyze and understand the academic standards and expectations for their specific grade level and/or content area. Standards and grade level expectations are communicated to students through the use of daily learning targets. Teachers implement engagement structures that provide opportunities for all students to engage in learning, answer questions, and access grade level standards in English Language Arts; ensuring 75% of selected texts are on grade level. The school implements a system of explicitly planned questioning strategies and formative assessments that align with standards, curriculum, daily learning targets, and pacing through the work of collaborative teacher teams. Questions and exemplars are developed collaboratively to support teachers in ensuring the required level of rigor is evident in instruction and that expectations for student participation and response methods are clear. Creating exemplars allow for school level, grade level, classroom level, and student level analysis. Teachers use this information along with formative student data and current performance levels when planning instruction, implementing lessons and adjusting daily instruction.

We felt 2015-16 was the year of "How" and 2016-17 is the year of "What." From the explicit work listed above, we felt the next step was to implement a strong Observation Feedback protocol, based on Get Better Faster, as well as Data Driven Planning and Instruction.

Major Improvement Strategy: Observation Feedback

Administrators will create and utilize a school created observation tool modeled from Relay's Observation Feedback Tool to provide consistent and timely feedback to teachers, identify bite sized action steps, plan and practice with the teacher, and follow up with a check-in observation to monitor implementation and growth.

Observation and feedback: A structure for observation and evaluation cycles that provide teachers with consistent feedback that is focused and actionable has not been implemented. (Administrators)

Common Planning: Common planning periods to discuss instructional strategies, analyze student work, develop curricular resources and use data to adjust instruction were not implemented. (Administrators, Teachers)

Major Improvement Strategy: Data Driven Planning and Instruction

Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and/or content areas. Standards and grade level expectations are communicated to students through the use of daily learning targets. Teachers implement engagement structures that provide opportunities for all students to engage in learning, answer questions, and access grade level standards in English Language Arts; ensuring 75% of selected texts are on grade level. The school implements a system of explicitly planned questioning strategies and formative assessments that align with standards, curriculum, daily learning targets, and pacing through the work of collaborative teacher teams. Questions and exemplars are developed collaboratively to support teachers in ensuring the required level of rigor is evident in instruction and that expectations for student participation and response methods are clear. Creating exemplars allow for school level, grade level, classroom level, and student level analysis. Teachers use this information along with formative student data and current performance levels when planning instruction, implementing lessons and adjusting daily instruction.

Standards: A process to ensure alignment of standards, grade level expectations, and common research based instructional practices throughout the building was not established. (Administrators) An understanding of academic standards and expectations for grade level/content was limited. (Teachers) The monitoring of student progress towards mastery of standards through purposeful questioning and checks for understanding was inconsistent. (Teachers)

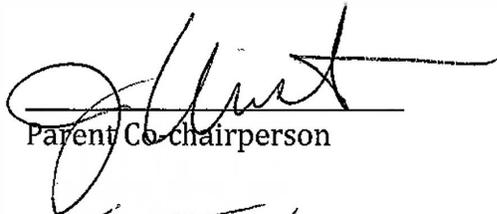
Student Engagement: Structures that support students in engaging behaviorally and cognitively 90% of instructional time were not consistently implemented. (Teachers)



Five Star Schools

Unified Improvement Plan (UIP) Endorsement

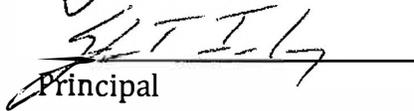
As Principal and Parent Co-chair of the School Accountability Committee for Rocky Mountain Elementary, we have met the requirements of the Adams 12 Five Star Schools UIP development process and certify that our UIP for the 2016-17 school year has the support of the School Accountability Committee and our school staff.



Parent Co-chairperson

12/1/16

Date



Principal

12/1/16

Date